

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
<u>10.58.509 ENGLISH/LANGUAGE ARTS</u>		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) apply theory and practice of English/language arts throughout program preparation and performance requirements;	(a) apply theory, <u>research</u> , and practice <u>in of</u> English/language arts <u>throughout program preparation and performance requirements to plan standards-based learning experiences for all students</u> ;	
(b) demonstrate skills and strategies used in creating an inclusive and supportive learning environment in which all students engage in learning;	(b) demonstrate skills and strategies used in creating an inclusive and supportive learning environment in which all students engage in learning;	
(c) demonstrate the implementation of instruction and assessment that assist students in developing skills and habits in critical thinking;	(c) demonstrate the implementation of instruction and assessment that assist students in developing skills and habits in critical thinking; <u>(c) plan, implement, assess, and reflect on instruction that increases motivation and active student engagement, builds sustained learning of English/language arts, and responds to diverse students' needs;</u>	
(d) make connections between the English/language arts curriculum and developments in culture, society, and education;	(d) make connections between the English/language arts curriculum and developments in culture, society, and education; <u>(d) plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement with complex issues related to social justice, diversity, and democracy;</u>	
(e) engage their students in activities that demonstrate the role of the arts, humanities, and other content areas in English/language arts; and	(e) engage their students in <u>activities learning experiences</u> that demonstrate the role of the arts, humanities, and other content areas in English/language arts;	

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(f) demonstrate understanding of legal and ethical issues in English/ language arts such as freedom of expression, censorship, and bias in literature.	(f) demonstrate understanding of legal and ethical issues in English/ language arts such as freedom of expression, censorship, and bias; in literature.	
(2) Candidates are knowledgeable about language, oral discourse, reading processes, writing processes, literature, print and non-print media, and technology, research theory and findings. Candidates demonstrate:	(2) Candidates <u>(g) demonstrate understanding of theory and research and apply knowledge</u> are knowledgeable about in the areas of language, oral discourse, reading processes, writing processes, literature, print and non-print media-texts, and technology; research theory and findings. Candidates demonstrate:	
(a) knowledge of and skills in the use of the English language;	(a) knowledge of and skills in the use of the English language; <u>Candidates (h) plan, implement, assess and reflect on standards-based instruction that incorporates knowledge of language – structure, history, and conventions – to facilitate students’ comprehension and creation of oral and written discourse and print and non-print texts;</u>	
(b) knowledge of and skills in the use of oral discourse;	(b) knowledge of and skills in the use of oral discourse; <u>Candidates (i) plan, implement, assess, and reflect on standards-based instruction that incorporates knowledge of oral communication and interpersonal (verbal/non-verbal) communication for various contexts, purposes, and audiences;</u>	
(c) knowledge of and skills in the use of reading processes, (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation);	(c) knowledge of and skills in the use of reading processes, (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation); <u>(j) plan, implement, assess and reflect on standards-based instruction that integrates individual and collaborative</u>	



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	<u>approaches and that demonstrates a variety of reading comprehension strategies appropriate for reading purposes and genres;</u>	
(d) knowledge of and skills in writing processes;	(d) knowledge of and skills in writing processes; <u>(k) plan, implement, assess and reflect on standards-based instruction that integrates individual and collaborative approaches and technologies and that demonstrate an understanding of writing processes and strategies in different genres for a variety of purposes and audiences;</u>	
(e) knowledge of and skills in using an extensive range of literature, including works by and about Montana American Indians;	(e) knowledge of and skills in using <u>(l) plan, implement, assess and reflect on standards-based instruction in literature integrating an extensive range of literature authors, print and non-print texts, and genres, including historic and contemporary works by and about Montana American Indians and tribes in Montana;</u>	
(f) knowledge of and skills in the use of print and non-print media and technology in contemporary culture;	(f) knowledge of and skills in the use of print and non-print media and technology in contemporary culture; <u>(m) plan, implement, assess and reflect on standards-based instruction integrating technologies and/or digital media to compose multimodal discourse; and</u>	
(g) knowledge of research theory and findings in English/language arts; and	(g) knowledge of research theory and findings in English/language arts; and	
(h) the disposition and skills needed to integrate knowledge of English/ language arts, students, and teaching.	(h) the disposition and skills needed to integrate knowledge of English/ language arts, students, and teaching. <u>(n) prepare to interact knowledgeably and professionally with students, families, and colleagues based on social</u>	



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	<u>needs and institutional roles, engage in leadership and/or collaborative roles in English/Language Arts professional learning communities, and continue to develop as professional educators.</u>	
(History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1989 MAR p. 397, Eff. 3/31/89; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)		

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